

Secondary Transition Training for ASD

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3:00-5:00

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Adult Outcomes from research

- 79% of all people with disabilities who are unemployed wish to be employed and 75% of all people with disabilities are unemployed (Lewis Harris & associates)
- The autism population remains the most unemployed. (U.S. Dept. of Education)

Adult outcomes cont.

- Of adults 22 and older, 73% lived with their parents
- 90% could not gain or keep employment
- 95% had difficulty making and keeping friends (Seltzer and Krauss, 2002, study of 405 children and adults on the spectrum)

Expectation: introduce change

- Thinking
 - Beyond academics instruction address functional skills for Asperger kids
 - Realize the importance of use of social skills for autism and Asperger' Disorder
- Assessment
 - Look at gaps in social skills, use of problem solving in conversation
- Providing services
 - May not think they have time to do the instruction
- State, district, AEA, parents commitment to value social skills, recognize post secondary success may depend on the level of social functioning
 - Iowa Core Curriculum and 21st Century skills

Issues in serving students with ASD in the schools

- IEP vs. 504 vs. general education without supports
- Medical vs. educational diagnosis
- Not a clear understanding or belief that an academically sound student could have social problem solving, social perspective issues that impact functioning
 - No provision of instruction on social issues in general education

- What are the implications of a medical diagnosis of autism or Asperger's Disorder on educational programming?
- Does Asperger's Diagnosis qualify them for both condition and need requiring special education provision of services?
- Who can give medical diagnosis?
- How is a medical diagnosis different from a team at the school determining needs like ASD (secondary diagnosis labeling)?

Response to issues

- A medical diagnosis is not required before appropriate transition services are provided in the schools
 - Medical staff, psychologists and others may offer diagnoses; often they may disagree
 - A medical diagnosis is required for adult services supports
- If a student has a medical diagnosis, that alone does not qualify him for special education services; A school team decides what learning, social, communication needs the student has. Sometimes results in an IEP

Benefit of educational description of ASD

- Education description supports how to individualize for the needs of ASD population, rather than suggesting one program model will fit everyone.
 - Accommodations, supports from general education
 - 504 plan
 - IEP plan

Concerns for Asperger's qualifying for services

- If we have receiving IEP's or general education students with Asperger's Disorder, their previous entitlement procedures may be different than what is typically provided in Iowa.
- This diagnosis is often identified later than autism; elementary age, pre-teens, sometimes adolescent age

IDEA description of ASD for Iowa

- Expanded to include all ASD conditions (including Asperger's Disorder) in the autism definition
 - Nonverbal and verbal communication
 - Social interaction
 - These areas adversely affect educational performance
 - Those serving this population may need to think creatively about how to qualify the social, thinking, problem solving, flexibility needs of students

Growing legal background supporting instructional need

- A school (outside Iowa) did not properly consider the skills necessary for a student with AS to prepare for future employment
- "Without social skills coaching, the student is unlikely to master the flexible thinking, problem solving, teamwork and communication abilities she will need for employment in the future"
 - Court says IDEA exists in part to ensure children with disabilities receive an education preparing them for employment

Learner Outcomes for Today

- Understand importance of problem solving, self-advocacy and flexibility for students with ASD
- Assessment tools
- Intervention strategies
- Integrate into individualized plan

Learner Outcome 1

- Learners will understand the importance of assessment and skill development for students with ASD in the following critical areas: problem-solving, self-advocacy, and flexibility

Why these 3 critical areas?

Based upon a review of the literature, the following skills are linked with “success or failure” of students after high school:

- 1. Self-advocacy
- 2. Problem-solving
- 3. Flexibility

Research references to support the importance of these skills:

- Goddard, Howlin, Dritschel and Patel in Journal of Autism and Developmental Disabilities (2007)
- Hill and Bird in Neuropsychologist (2006)
- Gioia, Isquith, Kenworthy and Barton in Child Neuropsychology (2002)
- Cedarlund, Hagberg, Billstedt, Gillberg, Gillberg in Journal of Autism and Developmental Disabilities (2005)

Learner Outcome 2

- Learners will be exposed to the current status of assessment tools that address the critical areas for future success of ASD population

Iowa Assessment Model's 4 guiding questions

- 1. What are the student's desired adult expectations in living, learning, working?
- 2. What knowledge, skills, attitudes, habits, critical thinking are required for success in those expectations?
- 3. What are the student's current skills, attitudes, habits, critical thinking?
- 4. How will we address the gap in skills?

RIOT: Gathering Assessment Information

- **(R) Review existing information**
- **(I) Interviews with appropriate persons**
- **(O) Observations of student in various settings**
- **(T) Testing with formal assessments**

- (R) (I) (O) Using, RIO gather data to identify recurring patterns of poor problem-solving, a history of inflexibility, lack of self-advocacy skills
- (T) Limited availability of formal testing to assess in these areas

- Given that you need RIOT for validation,
 - You will need multiple review, interview, and observation sources to validate the need for individualized intervention

Iowa Assessment Matrix 12 “cells” across Living, Learning, Working

- Interests, preferences
- Basic Skills
- Attitudes/Habits/Self Awareness
- Critical Thinking/Application Skills

Assessing what interferes with learning (ASD Educational description)

- Communication
- Social Participation
- Restricted Range of Interests
- Different developmental rates and sequences
- Cognitive thinking differences
 - Sensory differences
- See: www.medicine.uiowa.edu/autismservices, click on descriptions

Web EIP requests secondary disability coding

- For those students with autism or ASD being served with an IEP
 - Record AT designation in the Required System Data section on Page A
 - Want more information about how to use this section to identify individualized instruction for ASD go to:
 - www.medicine.uiowa.edu/autismservices to click on video

Cells that pertain to positive adult outcomes for students with ASD

- Cell 5 (Communication)
- Cell 7 (Social Participation)
- Cells 10 (Interests)
- Cell 11 (Cognitive thinking differences)
- Cell 12 (Development rates, sequences)

Cell 10 Critical Thinking/Application skills-Living

Decision making skills

- Locate and use sources of assistance
- Anticipate consequences
- Justify decision
- Identify problem/conflict
- Develop/select best solution to problem.

Personal Life Choices

- Ability to self advocate or find someone to advocate for them
- Health (mental and physical)
- Sexual activity
- Knowledge of personal rights and responsibilities
- Legal issues
- Safety issues

Cell 11: Critical Thinking/Application Skills-Learning

Application of knowledge to real life application/adaptation

- Use acquired knowledge to solve problems, design solutions and complete work
- Think in complex ways and apply knowledge and skills to create unique solutions to complex problems
- Quadrant B and D of the Rigor and Relevance Framework from the International Center for Leadership in Education as used in the Model Core Curriculum

Cell 12 Critical Thinking/Application Skills-Working

Ability to Adapt to new tasks/jobs

- Flexible
- Copes with changes
- Seeks assistance as needed
- Accepts feedback

Ability to problem solve on the job

- Recognizes problems in the workplace
- Defines the problem
- Devises and implements a plan or process of action

Clickable Assessments

- Many would provide transition assessment information
 - Many: Provide general assessment information
 - Few: Address critical areas for ASD
 - Recommendations from Clickables:
 - Study Skills Checklist
 - Career Portfolio
 - Vocational Behavior
 - Work Personality Profile

Purchasable tools from Matrix

- Most of the purchasable tools contain scaled items related to self-advocacy and problem-solving.
 - These could be helpful in assessing and baseline.
 - None of these tools could be used as a stand-alone to assess all 3 critical areas of self-advocacy, problem-solving and flexibility

SRS: added to Transition Matrix

- Social Responsiveness Scale:
 - Strength
 - could identify areas for further evaluation for ASD
 - baseline for comparison pre and post administration of social needs
 - Could be useful for those not on IEP's
 - Sub areas (red are 3 target areas)
 - Social Awareness-none related
 - Social Cognition
 - Social Communication Self Advocacy
 - Social Motivation Self Advocacy
 - Autistic Mannerism Flexibility
 - Weakness
 - not useful as a baseline

Commercial tools from the ASD field

- One example: "How to Find Work that Works for People with Asperger Syndrome" by Gail Hawkins
 - does have a checklist containing problem solving and flexibility
 - It would not add anything beyond what we already reviewed from the matrix
- Bellini assessment related to problem solving, Flexibility, or Self-Advocacy

Not researched but used in schools

- Underlying Characteristics Checklist High Functioning by Aspy and Grossman from Ziggurat Model
 - It has social, RRI, communication, sensory, cognitive differences; and manual
 - has 13 questions including displays poor problem solving
 - Also checklist for 'classic' autism

SUMMARY: Assessment

- There are few specific assessments for social functioning and thinking skills that help clarify educational performance of the Asperger student
- Remember RIO – Rich sources of assessment information

Share specific student application for assessment

- Assessment using Social Responsiveness Scale
- Give description of SRS
 - Autism: Both the parent and the teacher result indicated that Joe's profile associated with a clinical diagnosis of autistic disorder, suggesting a severe interference in every day social interactions (NV student with communication emphasis)

cont

- Summary of assessment results for Cooper T rating was mild to moderate interferences in everyday life "high functioning ASD" condition (significant clinically) Severe by parents Both 5 subareas rating warranted treatment
- Show the SRS and how it is scored and three categories of results

Learner outcome 3

- Learner will be exposed to the current status of intervention strategies that address the critical areas of self advocacy, problem solving, and flexibility.

What are the priority learning, social, etc. needs of the secondary transitioning student with autism and Asperger's as a group?

Target social skills in this ICN

- Big Umbrella term might be Critical Thinking Skills
 - Problem Solving
 - Flexibility in thinking
 - Self-Advocacy

- What is my role in supporting and developing this transition IEP?
- What strategies for intervention are available that target the three priority areas of self-advocacy, problem solving, and flexibility

PLANNING

- Teams need to discuss what are the student needs, how intense the service needs are and how soon they should begin
 - Students with ASD may have lofty goals that are not realistic given their strengths, preparation, flexibility, level of independent problem solving, and knowing how to advocate for their needs.
 - This implies more intense planning, or helpful redirection for more career explorations, or expand their interests to align with their abilities

Role of Key Players from www.iepquality.iowa.gov link with priority areas

- Roles of students with ASD
- Clarify purpose of roles section specific to ASD
- Priority areas are self awareness/self-determination; flexibility, and problem solving
 - Living, learning and working are our goal areas
 - Express interests and job related interests
 - Identify social skills in need of improvement

Cont.

- Role of Family Members
 - Family needs to be supportive of exploring community options of living, learning, and working
 - Needs to guide the students' efforts to participate in the IEP transition plan
 - Support the student in decision making, which may influence their role at this transition age

Cont.

- Role of Special Education Teachers
 - conduct Interviews and guide the assessment process
 - share information for the parents and students to ground the team in realistic options for living, learning, and working

Cont.

- Role of Secondary and Post-secondary Educators
 - Provide information to prepare for the student to make an informed decision re: entering post secondary education
 - Observe students to provide feedback

- School Guidance personnel
 - Administer formal and informal interest surveys
 - Assist in students expression of strengths, limitation, and preferences (SA)
 - Provide information for future planning in education, employment, and or community options

- Adult service providers
 - Participate in assessment, providing information, and collaborating with the IEP team

- Employers, work experience staff, job coaches, and placement specialists
 - Provide information regarding workplace issues
 - Observe skill levels, problem solving feedback, and cooperative work skills

- Support and related services personnel
 - Participate in the assessment process
 - Provide information on student's special needs

Summary

- All IEP team members or building level general education teams participate in the **assessment process**
- All IEP team members or building level general education teams help **develop goals or develop opportunities to develop the skills needed**
- All IEP team members or building level general education teams strive to **transfer the decision making to the student**

Verification (OAR) of priorities for social and communication goals for autism and Asperger population

- Social goals and communication goals are important for this population

Goals and IEP relationship; autism

- Four year IEP goal areas related strongly to assessment areas of need
 - Assessment areas warrant treatment; goal areas identified were:
 - Initiate communication
 - *Complete self evaluation of communication abilities
 - Follow problem solving script
 - Independently perform home living and safety plans and access to leisure skills
- Review PLAAPF for Joe's history of communication delays and social development that relate to the sample goals

Goals and IEP relationship; Asperger Disorder

- Four year IEP goal areas related strongly to assessment areas of need
- Assessment areas warrant treatment; goal areas identified were:
 - Decision making, self monitoring, self advocacy,
 - Review PLAAPF for Cooper to see his implications of associated conditions on safety and goal areas chosen

Evidence based practices: autism Asperger samples

- National Professional Development Center handout on EBP description
- **Social Skills Training groups**
- **Functional communication training**
- **Naturalistic interventions**
- **PECS**
- **Response Interruption/redirection**
- **Self-Management**
- **Social narratives/social stories**
- **Stimulus control/environmental modification**
- **Structured work systems**
- **Visual Supports**
- **VOCA/SGD: Voice output device**
- **Consider video-modeling**

being named as an appropriate evidence based practice.

Iowa Core Curriculum reflects these needed skills

- These skills will tie into Iowa Core Curriculum and the 21st century skills
 - They relate to some speaking, math, and social studies goals for the High School level
 - Strongest relationship are with the employability, work productivity (different perspectives), working flexibly, and development of initiation and self-direction skills

Review the Sec Transition ASD resource list for teachers

Some of the referenced pages include:

- Activities
- Skill lessons that directly teach a skill
- Teach a Framework: STAR, SOCCSS, Costs Payoffs
 - examples

Gen ed strategies: supplemental instruction or co-teaching

- Visual supports: schedules, visual cueing, some environmental management
- Small group social skills training based on functional behavioral analysis

Intensive instruction

- Preview/review of social expectations, social story use
- Behavioral warm-ups using a specific skill

Provides sample rubrics frameworks

- Decision making (sample Asperger's rubric for Cooper's junior year)
 - Others from the optional downloads
 - Self Advocacy rubric
 - Work experience rubric
 - Personal goal setting and futures planning

Learner outcome 4

- Learners will receive a tool to integrate critical areas throughout the student day that support an individualized program or plan
 - 504 general education setting
 - IEP special education setting
 - IPE
 - OAP

Use of CAPS and/or Ziggurat model

- “Because these students have poor generalization skills, any intervention or instructional strategy must be explicitly connected to and generalized across multiple contexts, materials, and communication partners.
- Isolated skill development or intermittent treatments do not produce the range of functional or adaptive skills, especially communication skills, needed for successful integration into educational or social settings.”
 - NEA Autism Puzzle
<http://nea.org/specialed/images/autismpuzzle.pdf>

Future opportunities for transition content coaches

- June 19th ICN Transition Assessment content coaches face to face meeting
 - Barb Guy has been contacted regarding a presentation opportunity for this information to be shared in more detail, deeper understanding

Future opportunities to learn models of social skills training

- 2009-2010 will target web based training on social skills topics
 - What does the SRS tell us?
 - How do I begin to support social skills development in general education setting?
 - How do I decide what skills to teach and what strategies to use?
- 2010-2011 offer training opportunity for 10 beginning level model sites (and 5 experienced intensive model sites) by Bellini and Winner

THANKS

- For interest in supporting this population
- For time spent in a learning setting
- For downloading lots of “paper” to support your learning
- For returning your evaluation with your feedback
- Collect your certificate